DOCUMENT RESUME

ED 048 197 SP 007 084

TITLE	Geography and Territorial Growth in the U.S. American Civilization, Resource Unit I, Grade 10. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	69
NOTE	29p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides, Geography, *Grade 10, *Grade 11, *Social Studies, United States History, *Urban Teaching
IDENTIFIERS	United States

ABSTRACT

GRADES OR AGES: Grades 10 and 11. SUBJECT MATTER: Social studies; United States geography and history. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided intc two subunits. The first subunit is laid out in two columns, one each for topics and activities. The second subunit is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bcund with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second cclumn of the subunits is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials for the first subunit are listed at the end of the subunit. Materials for the second subunit are listed in the third column. Each group of materials in the third column is related to one or more activities in the second column. In additicn, a separate appendix (SP 007 086) contains curriculum materials for the unit. STUDENT ASSESSMENT: A one-page section at the end of each subunit lists vocabulary words students should know and skills they should possess by the end of the subunit. Development of measurement instruments is left to the teacher. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

ED048197

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

10 & 11

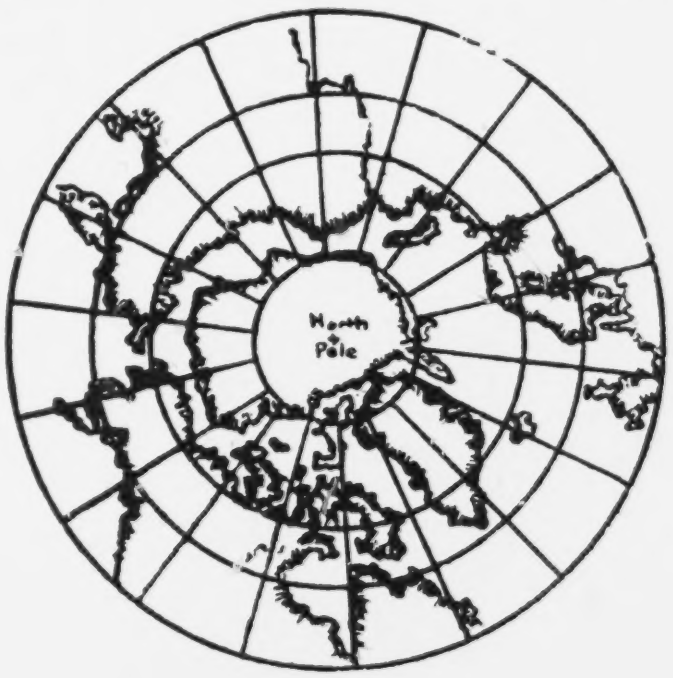
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

GEOGRAPHY & TERRITORIAL GROWTH IN THE U.S.

AMERICAN CIVILIZATION

RESOURCE UNIT I

GRADE 10



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007084

TABLE OF CONTENTS

Introduction 1

Major Understanding. 1

Aims 1

Generalizations. 1

Foreword 3

Section I
Geographic Look at the United States 6

Section II
Peopling of the United States 16

RESOURCE UNIT I
GEOGRAPHY AND TERRITORIAL GROWTH IN THE UNITED STATES

SUGGESTED TIME: 3-15 WEEKS

A. INTRODUCTION:

There are two main purposes of this section; one is to refresh the student's knowledge of basic geographic data. This review will be one of analysing the United States internally and in comparison with the rest of the world.

The second purpose is to re-examine American immigration and migration patterns. Here are focuses on who came to this country, when they came, why they chose America as their new home, and where they settled within the country. Clearly, one aspect of America's greatness is the functioning of many different peoples of various ethnic backgrounds in one society.

In the course of this preliminary overview the students should strengthen and broaden their ability to do research, to communicate, and, above all, to think.

B. MAJOR UNDERSTANDINGS:

Two large questions must be posed and answered sufficiently in order to form the basis for the next four sections: What is the basic lay of the land on which events occurred? Who are the various groups of people who were participants? Study of these should lead to an understanding of the geography of the United States and of the process of peopling.

Note to teacher: These aims and generalizations should be reviewed with the students before attempting the development of this resource unit.

C. AIMS

1. To gain an intelligible outline of the geography and territorial growth of the United States.
2. To gain an intelligible outline of the sequence by which the United States was peopled.

D. GENERALIZATIONS

1. The growth of a civilization is closely associated with the geography of the land, the natural resources, and the peoples' utilization of these factors.
2. American development spans 350 years; half of this time was in colonial status.
3. The population growth of the United States was gradual until the 1870's. From 1870 to the turn of the century population growth became very rapid.

MOTIVATING QUESTIONS FOR TWO YEAR SEQUENCE

1. What is a Civilization?
2. How has civilization developed in the United States setting?
3. The roots of which civilizations are in the United States?
4. What are some distinctive aspects of United States' development?

Teacher should draw on students previous experience with other civilizations (Asian, Western, etc.)

Note: The above questions are the underlying theme of the two year program and should be referred to at timely intervals.

Resources:

1. Transparencies of civilizations and cultures
2. Appendix - World Political Map--World Confrontations of Imperialistic powers. (Appendix E-1 and I)
3. Foreword from Max Lerner's America as a Civilization. (Refer to following pages)

FOREWORD

AMERICANS are beginning to turn a searchlight on themselves and their civilization, and interpret both to the world. The present study is intended as a trial essay in this direction.

I start with what the book is not--neither a history of American civilization nor a description of life today in the American regions, states, and cities. Both have been done well by a number of scholars and journalists. Nor have I written here an indictment or apologia, either a celebration of "the American way" or a lament about it. Finally, this is not a "whither, whither" book embodying the prophecy of disaster. In short, those who are looking for the historical, the descriptive, the polemic, or the apocalyptic must look elsewhere.

What I have tried, rather, is to grasp--however awkwardly--the pattern and inner meaning of contemporary American civilization and its relation to the world of today.

A personal word may not be out of place. You write a book not for the elaborate reasons you spell out but mainly because you can't help it. Whatever I have written, thought, felt in the past has converged on the grand theme of the nature and meaning of the American experience. Whenever I have tried to chip off a fragment--on American government, on liberalism, on foreign policy, on morals--I found that it lost some of its meaning when torn from the rest. Yet to attempt the subject as a whole seemed a formidable, even arrogant, task. In 1945 I finally overrode my hesitation and started the book on its present scale. It has been more than a decade in the writing.

No American, perhaps no one alive today, can pretend to view American civilization with an anthropological detachment. The "anthropological attitude" (Kroeber) and the "sense of cultural shock" (Benedict) come from seeing values in a culture almost wholly disparate from your own. No American can achieve detachment in studying America, and I doubt whether even a European or Asian can. Paraphrasing Lord Acton, one might say that the only detached student of American civilization would be a dead one, since he would no longer care. The best you can do to achieve perspective is to keep a certain emotional distance from your subject. When the subject is your own people and civilization it is hard to keep the distance. Your hopes and fears for America manage to break through and color the analysis.

Obviously any book about America published at a time of international discord and seething world revolution is bound to be interpreted within this frame of planetary turmoil, and the question will inevitably be asked whether this book is "for" or "against" America, whether it is a rosy and euphoric picture seen in a haze of promise or an unsparing indictment.

I have tried to avoid both these sins--for an American the sin of complacency and the sin of self-hatred. I love my country and my culture, but it is no service to them, nor to the creed of democracy, to gloss over the rough facts of American life. Similarly, much have I traveled in the realms of Europe and Asia--and even in the realms of Marx and Veblen--and if there is a single count in the anti-American indictment I have not at some point confronted, it has not been through lack of diligence or realism. But it would be no service to the most committed critics of America to give them a distorted picture of American civilization only in order to nourish their distaste. Let the great world debate about American go on as it will and must: the task I set for myself is intended to have no strategic relation to it.

America is by any standard a towering technology and culture, with economic, military, and political power, the only rival power-mass being Russia. Wherever you find so much vitality packed tightly in a segment of human society, it is evidence of a striking convergence of history, environment, biological stock, psychological traits, institutional patterns, collective will and drive. When such a combination catches fire in the world's imagination and polarizes the emotional energies of men--whether for love or hate--you have a memorable civilization.

In dealing with something so provocative it is easy to be waylaid by the transient and miss the enduring. I have tried to remember that political struggles and economic programs wither and grow stale, the controversies which fill the pages of today's press become jangled images tomorrow, and party leaders end up as dimly remembered steel-plate engravings in the history books. America is not only changes and chances. It is also permanence.

That is why the questions I ask about Americans are those one would have to ask about the people of any great civilization. What are their traditions, biological stock, environments? How do they make a living, govern themselves, handle the inevitable problems of power and freedom? How are they divided into ethnic and class groupings? What are they like in their deep and enduring strains? What is their life history like, in its characteristic phases from birth to death? How do they court, marry, bring up and educate children? How do they work, play, and express their creativeness in art and literature? What are the connective and organizing principles that hold their civilization together? What gods do they worship, what beliefs hold them in thrall or give them strength, what attitudes do they own up to, what convictions animate them, what culture patterns do they move in, what dreams are they moved by, what myths run through their being, what incentives propel them, what fears restrain them, what forms of power invest their striving, what tensions and divisions tear them apart, what sense of society cements them?

What, in short, is it that makes America not "a congeries of possessors and pursuers," of individual wills and greeds and collective power, but a civilization?

M.L.

Reproduced by permission:

Lerner, Max; America As A Civilization: Life and Thought in the United States Today; New York: Simon and Schuster; 1957; pp. xi-xiii.

SECTION I
GEOGRAPHIC LOOK AT THE UNITED STATES

1. INTRODUCTION:

This unit will examine important geographical and topographical features of the United States along with a comparison of the United States to other areas of the world in regard to physical resources (size, minerals, water, etc.); transportation (natural and man-made to tie the economic resources of a country together); economic development (steel production; agricultural production; etc.); population (density, absolute numbers). In effect this unit should give the student an understanding of how society puts these various factors to practical use.

2. AIMS:

a) To show the students that the settlement of patterns of North America are heavily influenced by the physical geography of the area.

b) To have the students understand that many locational patterns are not environmentally determined. (Patterns may be historically determined--precedent set early in the economic development of the United States--or locational patterns may be based on marketing theory--industry may locate near market opportunities.)

c) To have students understand our relative position in the world today.

d) To have students develop skills in cartography, interpretation of charts and graphs.

e) To have students develop an understanding of various geographic terms.

f) To develop an appreciation of the beauty and grandeur of America.

QUESTIONS	SUGGESTED ACTIVITIES
Question 1 How does the United States today compare with the rest or the world? Physical Resources a) size b) minerals c) water (coast-line and rivers) Transportation d) railroads e) rivers f) canals g) air h) highways Economic Resources i) steel j) agricul-ture k) mines l) manufac-turing (durable and non-durable production) Population m) density n) absolute numbers	Provide students with a blank map of the world. On the map have students label the names of the countries that are to be used for comparisons. Also have students write in oceans, navigable rivers, and major world canals (i.e. Suez, Panama, Soo, Erie, Inland). Have students make an overlay of the United States "drawn to scale" with other countries selected; have them determine relative sizes. Have students find or develop graphs showing the relative amounts of various minerals each country has. Have students develop a graph to show the amounts of rail, air, and road transportation each country has compared with other countries. (Be sure to remember to have the countries ranked by area so they have correct interpretation.) Have students draw graphs comparing amounts of steel production, mining, manufacturing of various goods, and agricultural production (both quantity and variety) for the various countries. Have students, on a new map, darken in each country being studied relative to its population density. (Compare countries. See appendix for details) The above activities are only suggestions. Whatever type of activity is used, end the study by a discussion of how all these factors are related. Other possibilities to accomplish the aims: a) use of flannel board b) posters c) talks by foreign students d) have students collect actual materials; then display them relative to amount produced by that country e) use of overhead projector f) dittoed materials for all pupils in some of all areas g) films and filmstrips

QUESTIONS	SUGGESTED ACTIVITIES
Question 2 How are the important topographical and climatic regions of the United States related?	Provide students with blank maps of the United States--have them draw in the chief mountain systems (White, Green, Appalachian, Ozarks, Rockies, Sierras, Coastal, Cascades) On the same map have students draw in important rivers (Connecticut, Tennessee, Arkansas, Red, Colorado, Cumberland, Snake) Have students discuss the relation of these rivers to mountains.(See Appendix D) Have students develop a climatic map of the United States using the Koeppen classification: (Introduction to Geography-Harcourt, Brace & World) A. tropical--wet and hot (Florida) B. desert--dry (West) Ca temperate--mild (Baltimore) Cs mediterranean--rain in winter (Calif.) D. continental--cold (Rhode Island) E. polar (Alaska) By discussion have the students show the relationships of climate to topographic features. To accomplish the aims other suggestions would be to: a) develop three dimensional layout of the United States using clay or plaster of Paris b) have a student skit--have each depict a certain area of the country by weather conditions c) have students collect weather maps from from the Providence paper over a week to show weather formations.
a. How is the quality of the soil determined by the topographical and climatic features of the region?	Students should develop a map of the United States showing major soil belts (gray-brown, podzolic, chernozen, etc.) Note: Refer to classroom geography kit for further explanations and suggestions.

QUESTIONS	SUGGESTED ACTIVITIES
	Have students do a graph showing the basic and acidic soils of the United States. Students must be able to evaluate the graph to explain the degree of fertility. Contact the United States Department of Agriculture for recent soil evaluations. Contact the Department of Agriculture at U.R.I. for possible speakers and for conditions of the soil in Rhode Island.
b. What has been the role of soil in determining the development of the United States? (Diagrams and explanation of soil types are found in Harcourt, Brace & World--Introduction to Geography)	Students should do a series of maps showing westward expansion at various dates in our history. Discussion should develop pointing out the importance of soil. (See Appendix E-6) In depth study of the 1930's dust bowl and the T.V.A. Topics to be considered might be: Soil Erosion--Its Cause and Prevention (Lippincott: Living in Social Groups p.282 Inland Transportation (This activity will tie in with the transportation section farther on in the unit) The topic of conservation could be expanded here. It could also be tied in with the activities concerning forestry. Shell Oil Company has several films. Have the students investigate such laws as the "Wild Rivers Bill". Have a student go to the library and bring in the book, The Place No One Knew. (Discuss the destruction of the Glen Canyon. Discuss such present conservation debates as: Air pollution, Redwoods, local dams, etc. (Heath: America Problems Today pp.233-295

QUESTIONS	SUGGESTED ACTIVITIES
Question 3 What are the major agricultural regions and how are they related to the major climatic regions?	Have the students develop a separate map of the United States showing important agricultural regions. Design the map by using appropriate symbols. (potatoes, green vegetables, corn, wheat, citrus fruits, sugar cane, lumber, rice, dairying, cattle, and sheep) (See appendix E-10 By discussion show the relationship of climate to agricultural regions of the United States. To accomplish the aims, another suggestion would be to show the above by: a) constructing a large mural representing the United States and pasting or drawing food products in each region or have the pupils bring in the actual products.
Sub-question 3a What are the important locations of mineral resources and forest resources? Where are the main industrial regions located within the United States? Why?	Have students on blank maps of the United States fill in major mineral areas (copper, coal, iron ore, tin, oil, aluminum, uranium, zinc) (See Appendix E-11) Have students locate on the map the areas in the United States where major industries are found (steel, beer, refining, airplane, auto, food processing, textiles, jewelry, shipbuilding, paper, chemicals, furniture) (See appendix E-12) Discuss with students the relationship of mineral areas to industrial areas. Point out which industries are dependent on the environment and which are not (for example: Kodak is located in Rochester only because the inventor was there; jewelry business in Rhode Island has an historical pattern; Milwaukee and the beer industry is largely determined by an ethnic pattern, not geography)

QUESTIONS	SUGGESTED ACTIVITIES

Other possible ways to accomplish the goals would be:

a) to have students develop models of various industries
b) to obtain U.S. steel, petroleum, jewelry, films.
c) to have speakers from the various industries in R.I. such as a panel from the Chamber of Commerce.

Have the students draw a map showing the relationship between food processing and agricultural regions.

Have the students check the labels of packaged food at home and in the grocery stores so that they can determine the major food processing areas.

Students could visit a food processing plant in Providence.

Contact major chemical companies such as Allied and DuPont for charts and maps locating synthetic processing plants, and for diagrams on the processes and growth of synthethic production.

Have students list all synthetic products in the classroom or in the room at home.

Contact one of the mills in R.I. to see if a speaker might come in and discuss the growth of synthetics over natural materials.

Have students draw a diagram showing the entire process of steel production from the mining of the ore through the sale of the finished product. (Note: Students might explore the question; Why does iron ore go to coal rather than vice versa?)

A student might do an in depth study of Pittsburgh.

A film on steel production might be obtained from one of the major steel companies.

QUESTIONS	SUGGESTED ACTIVITIES

Visit a jewelry industry and note where the various gems are mined.

Have the students draw a map showing the various vegetation regions of the United States being sure to note the hardwood versus softwood forest.

Have the students list the various products which can be obtained from trees. (Students could draw a diagram of a tree and divide it into the correct percentages of the use of that tree for its products.)

Have students work with the phrase the "Forest Primevil". Why did the colonists describe North America in such terms? What happened to the "Forest Primevil"? Why is it there is more forest area in Rhode Island today than 50 years ago?

Have students visit a local lumber yard or construction site and inquire as to the origins of the various wood materials used. That is where did they come from? How did they get there?

Have students check prices of different woods in a lumber yard. This should be done to determine if price is based on availability of kinds of wood.

Have a student contact the State Forest Reserve for a possible speaker on "Reforestation".

Have a group of students working with the classroom library. List ten different publishers and the city in which the particular "house" is located.

Have students list the various forms of publications i.e. books, magazines, newspapers, etc.

A visit to the Journal to investigate various topics, such as: "Types of paper"; "Per Capita Use of Paper Products"; "Economy, Social and Political Value of Various Forms of Published Materials."

QUESTIONS	SUGGESTED ACTIVITIES
Question 4 How necessary is transportation for a centralized economy? (Each region of the country specializes in a product which must be transported to other parts of the country)	Have students develop a chart showing freight costs for shipping by ship, truck, rail, and air. Develop a map of the United States showing major canals (relate this to work already done on T.V.A.), interstate highways, railroad tracks, air terminals, and port cities. (See appendix E-13,E-14,E-15.) Develop a problem whereby students are to determine which way to send freight from Chicago to New York. (Consider cost, special transportation problems, acessibility, etc.) Some products might be: orchids, coal, plywood, dresses, silver.--Relate the two exercises above. Have a student do a report on the building of the Erie Canal. Final Discussion: Show the necessity of transportation on the development of industry (for example, the importance of the Soo Canal being used to transport iron ore to coal areas--steel mills--of Pennsylvania.) Have students project what means of transportation might become more prominent in the future. What entirely new modes might develop? For example, high speed transit). Contact the Penn Central for information or speaker on the new Turbs Train or Green Airport to discuss the possibility of its becoming a New York City Airport. Investigate through current news media the development of the San Francisco Bay Area Rapid Transit System. Have a student check the various trucks and buses at the Atwells Avenue Route 95 exit ramp for products and origins of transit. Have the students attempt to locate the origin of each of the items in their classroom.

At the end of section I students should have acquired the following knowledge:

Terms:

basic
ascidic
continent
country
navigable rivers
ice free port
inlet
canal
durable goods
nondurable goods
absolute number
density
key
legend
fertility
podzolic
civilization
chernozen
south vs. downhill
fold mountain
source/mouth
relationship of river to mountain and vice versa
topography
climate vs. weather
types of climate
mineral
manufactured product
erosion
megalopolis
synthetic
publishing

Skills:

map making and reading
graph making and reading
developed the use of and need for keys and legends
establish the relationships between statistical matter
ability to convert statistical matter into graphs or maps and vice versa

Content:

Teacher should develop a test to determine if the students have understood the aims stated at the beginning of the unit.

Refer to appendix and skills book for aid and ideas.

Resource Materials

Hammond: Atlas of American History

Oxford: Economic Atlas

Rand McNally: Godde's World Atlas, Shepard's Historical Atlas

VanNostrand: Earth Science

Rand McNally: Classroom Atlas

Harcourt, Brace and World: Introduction to Geography

Audio Visual Material
G-13 Geography of New England
SS-C-11 Coast to Coast Geography from the air
Tr-ss-47-61 Regions of the United States
Alpha Map Transparencies
Tr-ss-31 Territorial Growth of the U.S.
Tr-ss-36 Territorial Expansion

Movies
Modern Talking Picture Service Inc.
1168 Commonwealth Avenue
Boston, Massachusetts 02134
1. Discover Greyhound America
2. The American Trail

Prentice Hall: Geographic Background to United States

Lippincott: Living in Social Groups p. 282 (T.V.A.)

Heath: American Problems Today pp. 233-295

SECTION II
PEOPLING OF THE UNITED STATES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
To what degree does the population distribution compare and reflect the economic activities of the United States? Note To Teacher: This question attempts to tie together SectionI on geography and Section II concerning Peopling. If the teacher prefers to introduce Peopling with another approach feel free to use your own judgement.)	Have students develop a map of the United States showing population by density at three points in time. (1910,1940,1960) (Appendix E-18) Have students compare this population density map with the areas where industries are concentrated. What relationships are apparent? Develop a map showing population by states. Use this to show the difference between a density and a population map. (Appendix E-17)	

NOTE TO TEACHERS

Concerning the section on Peopling, the six questions in this section are highly related and could be explored and studied as an integrated topic. Most of the questions rely on the same reference material.

Various means of class organization may be attempted (one student might explore one question at a time or all of the questions together.) The class as a whole might explore each question separately or all of the questions as an integrated topic. One might divide the class into groups or individuals who might explore a given question and then divert to a general class discussion on the entire section. If one chooses to use the suggested activities the above groupings could be implimented.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is the ethnic composition of Rhode Island compared with the country as a whold?	Students might draw charts and maps of the ethnic composition of the United States and compare it with the state of Rhode Island. Comparisons might then be drawn between the United States as a whole and the deviation evidenced in Rhode Island. Some students might prepare reports of the ethnic composition of the city. (Neighborhood, ghettos-Federal Hill, Fox Point, Smith Hill, South Providence.) Students might find it interesting to determine the ethnic composition of their school and also the neighborhoods of the city represented. Students might develop a graph showing the percentage of the total population which is constituted by each ethnic group. Students might do a book report on Beyond the Melting Pot.	Blanchard, Walter; The Inner City Providence Journal Almanac pp. 72 ff. World Almanac U.S. Census of Population of R.I., 1960 Historical Statistics of the U.S. Statistical Abstract of the United States Hamond: Atlas Of American History P A 26 & 27 Benefic How Immigrants Contribute to Our Culture p. 83, p 23, pp. 12-13 The Immigrants' Experience (AEP) p. 26 Houghton-Mifflin Changing Metropolis pp. 140-143 U.S. History Scott, Foresman p.270 & 383 Holt, Rinehart & Winston Problems of Democracy p. 280

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 hat is a native population? What is an immigrant? Which immigrant group entered the native population during each of the following periods in American history? Prior to 1636 (pre-colonial) 1636 to 1789 (colonial) 1789 to 1829 (federalist) 1830 to 1878 (mid-nineteenth century) 1878 to 1917 (progressive) 1914 to 1941 (mid-century) 1941 to present (Stress internal migration--suburbs to urban from rural) What were the conflicts involved in each of the above processes of assimilation?	Have a representative from a R.I. Indian tribe discuss his people's heritage in New England (as representative of the U.S.) Play the current records on Indian protest (Buffy St. Marie) (If so desired here might be an appropriate place to recognize and understand the present day problems and contributions of our Indian population.) Have the students draw a map locating at least 50 Indian tribes. Have students develop a time line showing continuous influx of new ethnic groups. Each time have them re-evaluate who now becomes the "dominant native population." Have the students draw a map showing the paths of exploration and areas explored. Have students draw a map showing the colonial areas controlled by European nations. (Discussion might ensue in which the possibilities of confrontations would develop. Students might also explain the possible methods of solving these conflicts.) (Appendix I) Have students refer to maps and charts compiled in question two.	Refer to Appendix AMH: The Indian in American History #50 Americans All Series - People of the Southwest American Heritage Series Census Hammond: Atlas of American History The American Indians AMH # 51 DeCante, Currant & Dante: U.S. History Allen Betts: History of U.S.A. Grossier: Mastering American History Shafer-Augspinge McLemore & Fintilstein: High School History of Modern America Comparative Political Systems pp.14-28

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Forbes: Indians in America's Past Hagan: The American Indian Sankowsky: Sociology for High School p. 67, 103, 172, 227, 271 (Indians) Allyn & Bacon: High School Sociology p. 140-146
Sub-question 2a Why did these various groups come to this country?	A group might examine the Age of Exploration to determine why Europeans were interested in lands outside of Europe. (Refer back to the maps the students drew on exploration.) Have students use the time line; below each immigrant group have them list reasons why the various groups came at the particular time. (Appendix K) (Here introduce voluntary vs. involuntary movement.) One group of students might report to the class on the following topics: When did slavery develop? Why did it flourish in the sixteenth and seventeenth centuries? How were slaves obtained? What part of what is now the United States was best suited for slavery? Why? How was it justified under English law?	American Book: History USA Check index on immigration. Scott-Foresman: Developing the American Colonies p.28 McGraw-Hill: The Beginnings of America American Historical Association: Emigration and Immigration # 51 Rand McNally: A History of American Immigration p. 19 ff.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	End with discussion showing how people usually feel "pushed out" (compelled, unhappy, etc.) of their home country and feel "pulled" (attracted) to another country for various reasons (i.e. economic, political, and social reasons). Point out how involuntary moves cannot be classified in this manner.	Heath: Immigration: A Study in American Values p.75 ff. B'nai B'rith Out of Many B'nai B'rith Paths to the New World pp. 1-14 Negro in the Making of America The American Negro Film: History of the Negro (3 parts) State Library

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 What is assimilation How is/has this been accomplished in society? What are some of the reactions to assimilation?	Have students discuss how each of the following might be (and has been) a means of assimilation education ex. Jewish politics ex. Irish open-housing law crime ex. Mafia occupations ex. Irish advantages and disadvantages of civil service and labor unions language ex. British entertainment athletics ex. Negro timing (what was the native population; when) Relate the assimilation to the time line to show how different groups used different methods. Have students debate the "Melting Pot theory" compared with the newer "Beyond the Melting Pot theory". Have students report on these events which prevented assimilation: Alien and Sedition Acts (1798) Know-Nothing Party Gentlemen's Agreement Chinese Exclusion Act Johnson-Reed Act McCarren-Walter Immigration and Naturalization Act Ku Klux Klan Anti-Masonic Party and other fraternal orders Professional groups that discriminate (for example: AF of L until 1955) Application procedures Anti-semitism	Rand McNally: A History of American Immigration p. 20 ff. p.59 Oxford: Minorities in the U.S. pp.1-38 Scott Foresman: The Social Setting of Intolerance pp. 13-60 p. 34 ff. B'nai B'rith Out of Many pp. 1-14, 17 Heath: Immigration: A Study in American Values pp. 1-4, 113 ff. Signet: The Great Hunger McGraw-Hill: Our Oriental Americans pp. 1-18 ff. Crisis in Black and White Beyond the Melting Pot Scott Foresman The Social Setting of Intolerance p. 61 ff.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Students might study situations that hinder assimilation around the world. English vs. Asians(via Africa) Irish in Northern Ireland Biafra Israel - Arabs Sikhs Children of American soldiers abroad Bantu in Rwanda - Burundi Apartheid in Union of South Africa Rhodesia Have a student do a report on John F. Kennedy's A Nation of Immigrants. Have students report on these forces which aided or do aid the immigrant group: Amendments 13, 14, 15 Amendment 19 Amendment 24 Civil Rights Act 1965 Open-housing law Brown vs. Board of Education Granger Laws NLRA Advertising and application procedures Private organization (Anti-Defamation League, etc.) Ecumenism New Immigration Law (1965)	A.E.P.: The Immigrant's Experience B'nai B'rith: Paths to the World Houghton-Mifflin Immigrants in American Life Quardrangle Books: The Puerto Ricans McGraw-Hill: Latin Americans of the South-west Anti-Semitism, in the Church's Closet. Dictionary of American History UN of Chicago Press: American Immigration American Jewish Corp.: Citizens from the Caribbean U.S. Immigration Policy Let the Lady Hold Up Her Head Prentice Hall: Immigration

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Note: Specific laws are referred to in several standard American History Texts. B'nai B'rith: Teaching of Contempt B'nai B'rith: Roots of Bias J. Husey - Ed. An Antidote to Poverty Check standard textbook index for immigration laws. Allyn & Bacon: High School Sociology pp. 327-338, 356 Heath: Our Changing Social Order pp.236-249 Metropolis: Values in Conflict pp. 203-234 B'nai B'rith: A Nation of Immigrants Holt, Rinehart & Winston: Problems of Democracy pp. 269-285 A.B.C. pamphlet 9E B'nai B'rith: The Puerto Ricans

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		B'nai B'rith: Patterns of Minority Relations B'nai B'rith: Of Negroes Jews, and Other Americans Prentice Hall: The Indian in America's Past A.J.C.: What is a Jew? A.J.C.: Life is Fun in a Smiling Fair Skinned World A.J.C.: Children and Discrimination A.J.C.: Teaching About Human Rights Holt, Rinehart & Winston: Modern Sociology p.121,128 AEP: Negro Views of America B'nai B'rith: They and We Films: A Day in the Night of Jonathan Mole by A.D.L. An American Girl by A.D.L. Cost the First Story by A.D.L. For White Chistians Only by A.D.L.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Films: F-41 Immigration (state film at R.I.C.) The Golden Door by A.D.L. The Inheritance by A.D.L. Transparencies: Title II (67) TRSS-57-ggg Immigration in the United States
Question 5 How has immigration contributed to the growth of American culture?	Have students do biographies on outstanding immigrants (see appendix M) Have a panel discussion on contributions of various groups. Have class write essays on the inscription of the Statue of Liberty. Have students role-play life on Ellis Island. Have current events report on: Cuban refugees Berlin Wall Hong Kong (overcrowding) Viet Nam Refugees Use appropriate films Have students bring in foods or clothing contributed by various ethnic groups. Have students play a language game using slang terms chow/pasta.	40 American Biographies Nobel & Nobel: Makers of American History ibid. previous question Oxford: Minorities in the U.S. Kennedy: A Nation of Immigrants Stanek: How Immigrants Contributed to our Culture

By the end of Section II, students should have an understanding of the following:

Terms:

ethnicity
immigration
migration = emigration
native population
in migration
out migration
urban
rural
demography
acculturation
ghetto
surburban
WASP
slavery
indentured servant
assimilation
Melting pot theory
de facto segregation
integration
anti-semitism
culture
exile
political refugee
confrontation

Skills:

Time line
Use of footnote when writing reports
Use of an index
Use of table of contents

Content:

Develop a test to determine if the students have understood the specific aims as stated at the beginning of this unit.

Additional Activities:

Student reports on topics listed in Appendix R. .